राष्ट्रीय शैक्षणिक धोरण, २०२० अंमलबजावणीसाठी निश्चित करण्यात आलेल्या कार्यांबाबत (Tasks) समिती गठीत करणेबाबत.

महाराष्ट्र शासन
शालेय शिक्षण व क्रीडा विभाग
शासन निर्णय क्रमांक:- संकिर्ण-२०२२/प्र.क्र.४९/एसडी-६
मादाम कामा मार्ग, हुतात्मा राजगुरु चौक,
मंत्रालय, मुंबई- ४०००३२.
दिनांक - २४ जून, २०२२.

वाचा:-

१) भारत सरकारचे पत्र D.O.No.१८-९०/२०२०IS.१५,दि.२१ डिसेंबर ,२०२०.
२) शासन पत्र क्र.अ.शा.२०२२/प्र.क्र.४९/एसडी -६, दि. २२.०५.२०२२.
३) बालकाचा मोफत व सक्तीच्या शिक्षणाचा हक्क अधिनियम,२००९, अंतर्गत अधिसूचना दिनांक ७ मार्च, २०१२ .
४) शासन निर्णय क्रमांक - अभ्यास - २०१६/(प्र.क्र.४३/१६) एस.डी.-४ दि.२५.०४.२०१६

प्रस्तावना:

केंद्रीय मंत्रिमंडळाच्या २९ जुलै, २०२० रोजीच्या बैठकीमध्ये नवीन राष्ट्रीय शैक्षणिक धोरणाला मंजुरी देण्यात आली आहे. सदर धोरणाच्या अंमलबजावणीसाठी राष्ट्रीय शैक्षणिक धोरणातील शिफारशीनुसार टप्या-टप्याने कार्यवाही सुरु असून या अंतर्गत राष्ट्रीय, राज्य आणि जिल्हा स्तरावरून प्राधान्याने करावयाच्या काही बाबी निश्चित करण्यात आल्या आहेत. याकरिता "SARTHAQ" ही नियोजन पुस्तिका तयार करण्यात आली असून यामध्ये राष्ट्रीय व राज्यस्तरावरील विविध संस्थांची जबाबदारी व त्यानुसार करावयाची आवश्यक कार्यवाही याबाबत एकूण २९७ कार्ये (टास्क) अंतिम करण्यात आली आहेत. राज्य स्तरावरून ही सर्व कार्ये (टास्क) विहीत कालावधीत पूर्ण करण्यासाठी व कार्यवाहीवर नियंत्रण ठेवण्यासाठी आयुक्त शिक्षण यांच्या अध्यक्षतेखाली अंमलबजावणी समिती गठीत करण्याची बाब शासनाच्या विचाराधीन होती.

शासन निर्णय:-

१. राष्ट्रीय शैक्षणिक धोरण अंमलबजावणी संदर्भातील शैक्षणिक (Academic) व प्रशासकीय बाबींशी संबधित कार्यांबाबतची (टास्कबाबतची) कार्यवाही करण्यासाठी खालीलप्रमाणे समिती स्थापन करण्यात येत आहे :-

अ.क्र.	पदनाम व कार्यालय	पद
१	आयुक्त (शिक्षण), महाराष्ट्र राज्य, पुणे.	अध्यक्ष
२	सहसंचालक, माध्यमिक व उच्च माध्यमिक संचालनालय, पुणे.	सदस्य
३	शिक्षण उपसंचालक,पुणे.	सदस्य
४	विशेष अधिकारी, महाराष्ट्र राज्य,पाठ्यपुस्तक निर्मिती व अभ्यासक्रम संशोधन मंडळ (बालभारती), पुणे.	सदस्य

५	सहायक संचालक (प्रकल्प), महाराष्ट्र प्राथमिक शिक्षण परिषद, चर्नी रोड, मुंबई.	सदस्य
६	सचिव,महाराष्ट्र राज्य माध्यमिक व उच्च माध्यमिक शिक्षण मंडळ,पुणे.	सदस्य
७	अवर सचिव / कक्ष अधिकारी, एसडी-६, शालेय शिक्षण व क्रीडा विभाग, मंत्रालय, मुंबई	सदस्य
८	प्राचार्य (समन्वय), राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद, महाराष्ट्र, पुणे	सदस्य सचिव

२. राष्ट्रीय शैक्षणिक धोरण, २०२० नुसार पूर्ण करावयाच्या कार्याची जबाबदारी सदर समितीची राहील.

३. वरील समितीमध्ये कार्यालयनिहाय नमूद करण्यात आलेल्या अधिकारी यांनी त्यांच्या कार्यालयातील समन्वयाचे काम करावे. त्यांच्या कामकाजाचा अहवाल त्यांनी समितीच्या अध्यक्षाकडे सादर करावा.

४. सदर कामकाज कालमर्यादित असल्याने सर्व कार्याबाबतची कार्यवाही त्वरित सुरु करण्यात यावी. तसेच केलेल्या कार्यवाहीचा अहवाल समितीच्या अध्यक्षांनी वेळोवेळी शासनास सादर करण्यात यावा.

५. सर्व २९७ कार्यांचे (टास्कचे) शालेय शिक्षण विभागाच्या अधिनस्त सर्व कार्यालय निहाय विभाजन करण्यात आले असून कार्ये (टास्क) अंमलबजावणी करण्याची जबाबदारी सोबत परिशिष्टात जोडलेल्या कार्यालयांकडे सोपविण्यात येत आहे.

६. सदर शासन निर्णय महाराष्ट्र शासनाच्या www.maharashtra.gov.in या संकेतस्थळावर उपलब्ध करण्यात आला असून त्याचा संगणक सांकेतांक २०२२०६२४१६५३४८८१२१ असा आहे. हा आदेश डिजीटल स्वाक्षरीने साक्षांकित करुन काढण्यात येत आहे.

महाराष्ट्राचे राज्यपाल यांच्या आदेशानुसार व नावाने,

PRAVIN RAJARAM MUNDHE

Digitally signed by PRAVIN RAJARAM MUNDHE
DN: CN = PRAVIN RAJARAM MUNDHE, C = IN, S = Maharashtra, O = GOVERNMENT OF MAHARASHTRA, OU = SCHOOL EDUCATION DEPARTMENT
Date: 2022.06.24 17:46:46 +05'30'

(प्रविण मुंढे)
अवर सचिव, महाराष्ट्र शासन

प्रति,

१) मा. राज्यपालांचे सचिव, राजभवन, मुंबई.
२) मा. मुख्यमंत्री, महाराष्ट्र राज्य यांचे प्रधान सचिव.
३) मा. उप मुख्यमंत्री, महाराष्ट्र राज्य यांचे सचिव.
४) मा. अध्यक्ष व मा. उपाध्यक्ष, विधान परिषद, विधान भवन, मुंबई.
५) मा. सभापती व मा. उपसभापती, विधान सभा, विधान भवन, मुंबई.
६) मा. मंत्री, (शालेय शिक्षण) यांचे खाजगी सचिव.
७) मा. राज्यमंत्री, (शालेय शिक्षण) यांचे खाजगी सचिव.
८) आयुक्त (शिक्षण), महाराष्ट्र राज्य, पुणे.

९) आयुक्त, महानगरपालिका (सर्व)
१०) राज्य प्रकल्प संचालक, महाराष्ट्र प्राथमिक शिक्षण परिषद, मुंबई.
११) संचालक, राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद, महाराष्ट्र, पुणे
१२) शिक्षण संचालक (माध्यमिक व उच्च माध्यमिक), शिक्षण संचालनालय, महाराष्ट्र राज्य, पुणे.
१३) शिक्षण संचालक (प्राथमिक), शिक्षण संचालनालय, महाराष्ट्र राज्य, पुणे.
१४) संचालक,महाराष्ट्र राज्य,पाठ्यपुस्तक निर्मिती व अभ्यासक्रम संशोधन मंडळ (बालभारती), पुणे
१५) अध्यक्ष, राज्य माध्यमिक व उच्च माध्यमिक शिक्षण मंडळ, पुणे.
१६) संचालक,अल्पसंख्यांक व प्रौढ शिक्षण,पुणे
१७)मुख्याधिकारी, नगरपालिका, सर्व
१८)शिक्षणाधिकारी प्राथमिक/माध्यमिक (सर्व)
१९) प्राचार्य, जिल्हा शिक्षण व प्रशिक्षण संस्था (सर्व).
२०) प्रशासन अधिकारी, महानगरपालिका (सर्व)
२१) निवड नस्ती (एसडी-६)

परिशिष्ट					
Relevant NEP Para	**Task number**	**Task**	**Responsibility**	**Timeline**	**Outputs**
1.3 & 1.4	**Task 1**	Development of National Curriculum and pedagogical Framework for ECCE. This will include focus on using indigenous toys and indigenous toys and games, puppetry, art, stories, indigenous poetry/songs, etc. for cognitive and psychomotor development, and mechanisms for bridging the gap between language spoken by child and language used in class/AW.	NCERT	2022-23	NCFECCE developed Guildelines for bridging language gap Integration of Local flavour in education
1.3 & 1.4	**Task 2**	SCERTs to adopt/adapt the curriculum framework developed by NCERT for ECCE with local contextualisation. The SCF will also detail the use of locally produced/indigenous toys and indigenous games, puppetry, art, stories, indigenous poetry/songs, etc for ECCE and also specific mechanisms for bridging the gap between language spoken by child and language used in class/AW	SCERT	2022-23	SCFECCE developed
1.3 & 1.4	**Task 3**	(i) NCERT will prepare TLM for the Foundational stage including ECCE; (ii) Learning outcomes will be defined for the Foundational stage to include a range of knowledge, skills and aptitute etc.areas	NCERT	2022-24 2020-21	(i) NCERT develops TLM for ECCE (ii) LOs developed for foundational stage
1.3 & 1.4	**Task 4**	States and UTs will develop locally contextualised teaching learning materials for ECCE with the help of SCERTs and DIETs. Material mayl also be developed in languages/dialects spoken in the region, aside from the local/regional languages.	SCERTs, DIETs	2022-24	SCERT develops TLM for ECCE

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
1.4	**Task 5**	Data Capture Format (DCF) will be developed for integrating ECCE in UDISE+ portal	MOE	2021-22	UDISE+ expands for ECCE
1.4	**Task 6**	Data related to ECCE implementation will be collected from States and UTs for the year 2021. MOE will issue detailed letter to States in this regard.	MOE, States & UTs	2021-23	Data captured on ECCE status on UDISE
1.4	**Task 7**	Data analysis shall be undertaken by the States/UTs to identify gaps in access to ECCE and resource requirements both in Anganwadi systems and in Primary Schools for introducing 1 year of preparatory class	STATE + MPSP	2021-23	ECCE Data analysis for identifying resource requirements
1.4	**Task 8**	From academic year 2021-22 itself, States/UTs will undertake rationalisation of existing resources to immediately initiate 1 year of preparatory class in those areas where resources are already available.	State	2021-23	Rationalisation of existing resources for 1-year Preparatory class
1.4	**Task 9**	Position paper will be developed by SCERTs (and by NCERT as mentioned in Task 83) to highlight the present status, issues and challenges and enablers of ECCE in states/UTs of India.	SCERT	2022-23	SCERT Position Paper on ECCE
1.5	**Task 10**	For universal access to ECCE, Anganwadi Centres will be strengthened by the Ministry of Women and Child Development.	MWCD	To be decided by MWCD	Strengthened Aws Guidelines for AW
1.5	**Task 11**	States/UTs to prepare guidelines for integration or linking of Anganwadis into school complexes/clusters in 2021-22 and undertake the integration.	State in collaboration with WCD	2021-22 onwards	Guidelines for AW integration with primary schools and AWs linking to schools initiated

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
1.5	**Task 12**	Community sensitization, parental advocacy and leveraging parents as a resource on ECCE will be taken up by for ECCE implementation by States/UTs	SCERT	From 2021-22	IEC for ECCE
1.5	**Task 13**	Strengthening/Improvement/expansion of existing Infrastructure in Primary Schools to accommodate pre-primary sections/classes	MPSP	2021-22 onwards	Systematic inclusion of Pre-primary sections in Primary schools
1.6	**Task 14**	A long-term perspective plan for next 10 years on ECCE will be developed	State with WCD	2022-23	10-year plan on ECCE implementation
1.6	**Task 15**	Phase 1: Preparatory class/Balavatika will be introduced in all pre/primary/elementary schools where support under Samagra Shiksha has already been given for pre-primary classes; similarly, Balavatika will be introduced in those AWs where trained AWWs are available.	State	2022-25	Introduction of 1-year Preparatory Class in primary schools
1.6	**Task 16**	Phase 2: States/UTs will introduce preparatory class/Balavatika in the rest of the primary schools/Anganwadis with a qualified AWW, under guidance of MWCD	State	2025-30	Introduction of 1-year Preparatory Class in AWs
1.6	**Task 17**	The mid-day meal programme will be extended to the Preparatory Class in primary schools along with other primary school children from 2022-23 session onwards. Guidelines in this regard will be framed by MOE in 2021-22.	MOE	2021-22 onwards	Guidelines and MDM extension to Preparatory class in primary school

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
1.6	**Task 18**	Guidelines for Monitoring and Tracking of Health status of Children through periodic health check–up will be finalised and adapted as needed by States/UTs within one year. It will be implemented from 2022-23 academic session in schools.	State	2021-22	Guidelines for tracking health of children
1.7	**Task 19**	A six-month online certificate programme for Anganwadi workers/teachers with qualifications of 10+2 and above , and a one-year online Diploma Programme in ECCE with qualifications below 10+2 will be designed.	SCERT	2021-23	Designing of online Diploma programme for ECCE , Designing of online certificate programme
1.7	**Task 20**	Department of WCD of States/UTs under the guidance of the Ministry of WCD will assess the educational qualification of Anganwadi workers and will enrol them in 6 months/1-year diploma course.	State with WCD	2021-23	Enrolment of AWWs in online programme
1.7	**Task 21**	The States/UTs monitor and mentor the acquisition of skills of AWWs through digital/ distance mode and /or using DTH channels as well as smart phones.	SCERT	2021-23	Completion of Certification/Dicloma by AWWs
1.7	**Task 22**	SCERTs/DIETs/BRCs/CRCs will be strengthened to enable them to take up the initial professional preparation of ECCE educators in primary schools and their Continuous Professional Development (CPD) for the implementation of ECCE.	SCERT	2022-30	Initial professional preparation and CPD of teachers for ECCE by SCERT/DIET/BRC/CRC

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
1.7	**Task 23**	Preparation of cadres of professionally qualified educators for early childhood care and education in primary schools by 2030 to cover all primary schools.	SCERT	In phases from 2022-30	Cadars of professionally qualified educators for ECCE in all pre - primary schools
1.8	**Task 24**	Ministry of Tribal Affairs will prepare the plan for introduction of ECCE in Ashramshalas and implementation in consultation with Joint Task Force	State with Tribal Affairs	2022-24	Action plan for ECCE by MoTA
1.8	**Task 25**	Capacity building of Master trainers for teachers in schools under Ministry of Tribal Affairs Areas	SCERT	2022-24	Master Trainers training for schools under MoTA
1.9	**Task 26**	The Joint Task Force will be constituted by the MOE for smooth integration of early childhood education with the school education system. On the basis of the order of formation of JTF by MOE,(including NCERT,NIOS,KVS,CBSE) States/UTs will form similar JTF with the same objectives.	MOE	2020-21	Constitution of Joint Task Force at national and state levels
2.2	**Task 27**	MOE to launch a National Mission in 2020-21 to implement Foundational Literacy and Numeracy (FLN) program in all States and UTs	MOE	2020-21	Launch of FLN Mission
2.2	**Task 28**	The Ministry will prepare and develop a detailed framework/guideline for implementation of the FLN Mission.	MOE	2021-22	Framework for FLN Mission

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
2.2	**Task 29**	National FLN Mission will declare in 2020-21 the overall National targets with year wise outcomes to be achieved by the year 2025-26.	MOE	2021-22	Year wise and state wise targets for achieving at least 75% graade level proficiency.
2.2	**Task 30**	A Curriculum Framework focusing on FL&N with learner-centric pedagogy will be developed by NCERT as a part of NCFECCE and NCFSE.	NCERT	2022-23	FLN Curriculum framework
2.2	**Task 31**	Extensive capacity building of teachers to be undertaken by states/UTs for implementing FLN in mission mode	SCERT	2021-22 onwards	Capacity building of teachers for FLN
2.2	**Task 32**	NCERT, CBSE and KVS will develop online and blended teacher training modules and content as exemplar. This content will be used by Kendriya Vidyalayas and CBSE affiliated schools for implementing the mission objectives.	NCERT, CBSE, KVS	2021-22 onwards	Online/blended teacher training modules for FLN by NCERT
2.2	**Task 33**	At State level, SCERT will develop extensive teacher training modules and other resources for teachers in local language/s and ensure their appropriate integration for teaching and learning by all their schools, including those affiliated to state/UT/ BOAs.	SCERT	2021-23	Online/blended teacher training modules for FLN by SCERT
2.2	**Task 34**	Aside from textbooks, NCERT and SCERT to develop highly engaging, joyful and innovative additional learning resources/material for grades 1 to 5.	SCERT	2021-23	Additional learning resources by NCERT and SCERT

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
2.2	**Task 35**	Assessment of progress and achievements by students, schools and states/UTs in FL&N will be at four levels (school-based assessment, SAS, third party assessment and NAS). For the first level, that is, school-based assessments, a Holistic Progress Card will be designed by NCERT (for KVS/JNV/CBSE schools) and SCERTs will adopt/adapt the same for students in states/UTs in the foundational years.	SCERT	2021-22	Holistic Progress Card designed
2.2	**Task 36**	NCERT and SCERTs will continuously develop item banks, including criterion-referenced item banks for classes 1 to 5 related to the measurement or achievement of each learning outcomes (at least 500 items per grade).	SCERT	2021-22 onwards	Online criterion-referenced Item banks for FLN
2.2	**Task 37**	IEC material such as infographics, school to parent communication material, state/UT to teachers/school communication material, etc. will be designed in simple and regional languages by states/UTs.	SCERT	2021-22 onwards	IEC material for FLN developed and dissemination initiated
2.2	**Task 38**	A National level IT based monitoring tool with dashboards will be developed by the Ministry, which will have aggregated data from national, state, district and block level.	MOE	2021-23	IT based monitoring tool for FLN

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
2.2	**Task 39**	States/UTs will map and create database of each child enrolled in foundational grades for individual tracking of progress of each child in achieving grade level proficiency in learning outcomes and will be linked to national IT platform.	MPSP	2021-23	Mapping and creating of database of all learners enrolled in Foundational years
2.2	**Task 40**	States will also provide anonymized aggregated data on progress of the FL&N mission within the periodicity specified on the national monitoring platform.	MPSP	2021-22 onward	Aggregated progress data made available by states/UTs on national monitoring platform
2.2	**Task 41**	The NAS sample survey of schools and students in 2021 will create a data base of 'as is' situation in grade level proficiency and will become the baseline for tracking future progress.	SCERT	2021-22	Database of grade level proficiency based on NAS 2021
2.2	**Task 42**	To plan and ensure availability of adequate number of trained Teachers in each school at each grade from pre-primary to grade 5, to undertake the task of FLN mission within targets set by the NEP.	Director Primary	2021-23	Ensuring trained teachers and PTR for FLN
2.2	**Task 43**	Ensuring delivery of text books and uniforms to students in foundational years before the start of academic session.	Director Primary + MPSP	2021-22 onwards	Ensuring textbooks and uniform before time

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
2.2	**Task 44**	States/UTs will identify a pool of mentors to render academic support (offline/online/blended) to teachers who will be delivering the FLN mission objectives. (Reference Task 226)	SCERT	2021-25	Mentor pool for FLN teachers
2.2	**Task 45**	States/UTs will take up a concerted effort to map the basic requirements of each school and ensure basic facilities/amenities at all primary schools. Mapping will be completed in 2021-22 and resourcing will be completed by 2025	MPSP	2021-23	Planning and implementing basic facilities at school
2.2	**Task 46**	An Implementation Framework consisting of roadmaps and annual action plans for implementing of activities covering all the focus areas of FL&N Mission will be prepared by each State/UT.	State	2021-22	Long-term Implementation Framework by States/UTs
2.3 & 2.4	**Task 47**	In SEZ and Aspirational districts, States and UTs will assess teachers' vacancy specifically and take up PTR rationalisation on priority for these areas.	Director Primary	2021-23	Assessment and rationalisation of teacher's vacancies in SEZ and Aspirational districts
2.3 & 2.4	**Task 48**	Teachers from SEZ and Aspirational districts will be trained on priority, specifically on how to bridge the gaps in language spoken by child and that used as medium of instruction.	SCERT	2021-23	Teachers from SEDG areas, SEZ and Aspirational Districts trained.

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
2.3 & 2.4	**Task 49**	NCTE will design teacher education curriculum framework to put more emphasis on foundational literacy and numeracy, based on curriculum and pedagogical framework developed by NCERT for pre-school to grade 3	NCTE	2021-23	TEI curriculum framework designed to include FLN
2.5	**Task 50**	NCERT will develop the 3-months play based school preparation module for grade 1 students in order to make sure that all students that are joining school in grade 1 are school-ready.	NCERT	2021-22	3-months module for grade 1 developed
2.5	**Task 51**	SCERT to adopt/adapt in local language and add local context to the above school preparation module for grade 1 students for implementation in states/UTs.	SCERT	2021-23	SCERT adopts/adapts 3-month module
2.5	**Task 52**	States/UTs to ensure implementation of 3-months school readiness module from 2022-23 academic session onwards in all schools	SCERT	2022-23	Implementation of 3-months module
2.6	**Task 53**	E-content will be prepared and uploaded on DIKSHA for Mathematics and Reading Literacy in English and Hindi for FLN by NCERT (based on NCERT curriculum). Similarly, e-content will be prepared and uploaded on DIKSHA for Mathematics and Reading Literacy for FLN in local languages and context by SCERTs. E-content by NCERT and SCERT will include standardized (at least 500 items per grade and per subject) to measure each Learning Outcome of each subject of each grade.	SCERT	2021-23	E-content for FLN on DIKSHA

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
2.7	**Task 54**	States/UTs shall prepare their own guidelines for innovatively engaging peer groups and other local volunteers in contributing towards the goal of achieving Foundational literacy and Numeracy for all grade 3 students. States/UTs will particularly prepare guidelines for parent's engagement as mentors/resources/volunteers in school to help the FLN mission.	State + SCERT	2022-25	Guidelines and connecting volunteers, peer group to achieve FLN Mission
2.8	**Task 55**	School public libraries will be made integral part of teaching learning process and will be made available after school hours to community and particular to parents.	Director Primary	2022-25	Functional libraries in every school
2.8	**Task 56**	A National Book Promotion policy will be developed by NCERT. SCERTs will ensure adoption of the same in state/UTs through systematic inclusion in curriculum. Reading campaigns/competitions/spell-bees/fastest reader contests, etc. will be launched by states/UTs for promoting joyful reading amongst children.	SCERT	2022-23 onwards	National Book Promotion policy ready
2.9	**Task 57**	EFC, followed by CCEA note, for extension of the Mid-Day Meal facility to preparatory classes in primary schools and introducing breakfast in primary schools from 2022-23 academic session. Detailed guidelines in this regard will also be issued by MOE.	DoSEL	2021-22	Extension of MDM facility preparatory classes in primary schools and introducing breakfast in primary schools

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
2.9	**Task 58**	States/UTs will be encouraged to provide a simple but nutritious breakfast, that is locally available, e.g., consisting of ground nuts/chana mixed with jaggery and/or local fruits, etc. Detailed guidelines in this regard will be issued by MOE.	Director Primary	2022-23 onwards	Breakfast in pre-primary schools
2.9	**Task 59**	States/UTs will devise systems for ensuring that all school children (whether studying in government/government-aided/municipal or private schools in the state/UT) shall undergo regular health check-ups, particularly for 100% immunisation. Health cards will be prepared and maintained by the school (either in offline, or preferably in online mode). school teachers will be train on basic health indicators to look out for and monitor in children NCERT will prepare anista model on this.	MPSP + SCERT	2022-23 academic session onwards	Health cards for school children introduced
3.1	**Task 60**	A Household survey to identify Out of School children can be coordinated as a part of 2021 Census Survey exercise by states/UTs. Only if that is not possible, a survey may be conducted by school teachers of each cluster CRC in states/UTs to identify and capture details in UDISE+ for Out of School children. cluster wise sarve and its monitoring to be undertaken by CRC/BRC.	SCERT + Director Primary	2021-22	Survey for identification of OoSC as a part of Census 2021

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
3.1	**Task 61**	After identification of such children, age appropriate admission and mainstreaming them to the formal schooling system to be undertaken. guidelines regarding is appropriate main stripping shall be developed by the States/ UTs	SCERT	2021-22 onwards	Mainstreaming of OoSC
3.1	**Task 62**	The Data Capture Format of UDISE+ portal to be modified to include specific parameters that will reflect data of OoSC.	MOE	2021-23	Data of OoSC in UDISE+
3.1	**Task 63**	Preparing school/block/district wise Fact Sheets to analyse the causative factors leading to dropout and poor learning level, and take preventive and remedial action.	State	2021-23	School wise Fact sheets of OoSC prepared
3.1	**Task 64**	a)State governments will undertake multiple interventions for bringing Out of School Children back into the fold of school education system – related to increasing intake capacity, transport facilities, tracking attendance, monitor students who may be falling behind, enrolment drives, ensuring physical safety & zero tolerance to breach of child rights, tracking out of school children involving well-trained social workers, principals, community members and SMCs, monitoring health of children, zero drop out Panchayats, Blocks, Districts, etc., advocacy and awareness campaigns. b)NCERT will supported by preparation of Bridge courses for various level of entry / main streaming.	State + MPSP + SCERT + Director Primary SCERT	2021-22 onwards 2022-23	Planned interventions for bringing back OoSC Bridge courses for OoSC

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
3.2	**Task 65**	States/UTs to prepare a comprehensive ten-years projection report on NEED ANALYSIS in terms of Budget requirement for the following: • Upgrading and enlarging existing schools, • Adding infrastructure, • Building new schools • Transportation facility	MPSP	2021-22	10-years projection report
3.2	**Task 66**	(a) Comprehensive and innovative school- wise plans will be prepared by states/UTs as a part of Task 65, to resource all schools adequately, including infrastructure and other resources for children with disabilities, through efficient sharing of available school resources. (b) To assess the implementation, an evaluation through inspection named SHAGUNOTSAV would be conducted by the DoSE&L which would include different parameters of UDISE, Samagra Shiksha and PGI	State + MPSP	2021-22 2022-23	10-years projection to include resourcing all school adequately for children with disabilities To Assessment the implementation
3.2	**Task 67**	Implementation of the comprehensive and innovative plans of states/UTs for resourcing all schools adequately.	MPSP	2022-30	Implementation of 10-year resourcing plan initiated

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
3.2	**Task 68**	Alternative and innovative education centres will be put in place by states/UTs (after the amendment in Section 2(n) of the RTE Act) in cooperation with community, civil society, etc. to ensure that children of migrant laborers and other children who are dropping out of school due to various circumstances are brought back into mainstream education.	SCERT	2024-25	Alternative education centers for children of migrant labourers, etc.
3.2	**Task 69**	As a part of Task 65, States/UTs will also plan for universalisation of access by expanding the scope and reach of residential schools and hostels over a ten-year period for children, especially girls.	MPSP	2021-30	10-year Plan for expanding residential schools/hostels
3.3 & 3.4	**Task 70**	The States will review/develop plans for engaging/connecting Counsellors to schools, or preferably to a group or cluster of schools/school complexes and implement from 2022-23 onwards.	SCERT	2022-23	Plan developed for connecting/engagement of Counsellors by states/UTs
3.3 & 3.4	**Task 71**	Department of Social Justice and Empowerment to prepare a broad framework for connecting trained social workers in the district or states/UTs may connect volunteer social workers to schools. States to develop guidelines regarding their role.	State	2022-23	Connecting of trained social workers to schools
3.3 & 3.4	**Task 72**	Just as for Foundational grades a child-wise tracking system is to be developed, on similar lines, a robust student tracking system, which can be an extension of the system in Foundational grades (classes 1 to 3) will be developed by states/UTs to assess the learning levels in all grades upto grade 12	MPSP	2022-23	Learner tracking system developed for FLN Mission

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
3.3 & 3.4	**Task 73**	States/UTs will develop their own guidelines regarding incentives to be given to teachers by the State/UT governments to teach in remote rural areas, especially areas which require the teacher to learn the local dialect.	Commissioner Education	2025	State/UT guidelines for teacher incentives
3.3 & 3.4	**Task 74**	States/UTs through SCERT to undertake orientation of SMCs to prepare them for an enhanced role.	SCERT	2022-25	Orientation of SMCs for contributing to FLN Mission
3.5	**Task 75**	Special emphasis will be given to SEDGs in order to ensure access to quality education. For this, states/UTs will prepare their own plans with innovative mechanisms, targets and goals to be achieved in collaboration with the departments of Social Justice and Empowerment, Tribal affairs, Women and Child Development. These plans will be implemented from 2022-23 onwards to ensure full inclusion by 2030.	State	2022-23 onwards	Plans with innovative mechanisms, targets and goals prepared for SEDG education
3.5	**Task 76**	The scope of NIOS and SIOS will be expanded and strengthened. Syllabus and learning material will be inclusively designed keeping in mind the specific needs of students who take benefit of the NIOS process e.g. Students with disabilities, students in vulnerable circumstances, students who have dropped-out and wish to complete their school education.	NIOS	2025	Inclusive resources developed by NIOS
3.5	**Task 77**	In States where an open school exists, courses designed and developed by the NIOS will be offered by state/UT in collaboration with the NIOS.	State Board	2021-23	Courses will be offered

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
3.5	**Task 78**	The NIOS will translate and make courses (OBE - i.e. for Levels 3, 5 and 8 and Secondary and Sr. Secondary) available in more languages as per need assessment.	NIOS	2025	Resources in different languages for classes 3/5/8/10/12 will be ready
3.5	**Task 79**	All NIOS teaching learning content shall be uploaded on DIKSHA for wider dissemination.	NIOS	2021-22	NIOS resources on DIKSHA
3.5	**Task 80**	States/UTs will take up the establishing/strengthening of existing State Institutes of Open Schooling (SIOS). Since this area is not funded by the central government, the states/UTs may consider a self-reliant revenue model for establishing or strengthening the State Open Schools.	State	2024-25	SIOS development in states/UTs
3.6 & 3.7	**Task 81**	States/UTs will need to prepare guidelines for developing their own models for encouraging involvement of Government and Non-Government philanthropic organisations to build schools keeping in mind the local variations, and to engage in volunteer activities such as one-on-one tutoring in schools, holding of extra-help sessions at schools, etc. (Reference Tasks 224 and 298)	Commissioner Education	2022-23	Guidelines for engaging with philanthropic organisations
3.6 & 3.7	**Task 82**	A database of alumni, retired scientists, retired teachers, subject experts and volunteers will be created by states/UTs and mapped to each school for ease of access by teachers, students, parents, SMC, etc. States/UTs will prepare online orientation modules for these volunteers to engage them in helping schools identify OoSC, mainstreaming them, remedial classes, contributing in FLN, etc.	SCERT	2022-23	Development of Database of volunteers from multiple sectors

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
4.1 to 4.8	**Task 83**	NCERT will develop position papers with the help of 28 Focus groups for formulating the new Nantional Curricular Framework on School Education (NCFSE). Of these 12 position Papers will be releted directly to curriculum and Pedagogy, 6 position Papers will be releted to vrious other important areas in NEP,2020.	NCERT	2022-23	28 Position Papers related to various aspects of NCF and NEP 2020 developed by NCERT to feed into the final Nantional Curriculum Framework For School education and ECCE.
4.1 to 4.8	**Task 84**	NCFSE will clearly define the modalities for implementing the new curricular and pedagogical structure of 5+3+3+4	NCERT	2022-23	Modalities for Implementing the new structure
4.1 to 4.8	**Task 85**	CBSE, KVS and JNV will prepare their own action plans to implement NCFSE, after the release of NCFSE by NCERT for implementation in phases from 2022-23 academic session.	CBSE, KVS, JNV, CTSA	2023-24	CBSE, KVS and JNV Action Plan for NCFSE implementation
4.1 to 4.8	**Task 86**	Based on the NCFSE, NCERT will prepare textbooks with curriculum reduced to its core essentials in each subject. NCERT will ensure that Knowledge of India is incorporated wherever relevant in an accurate and scientific manner. Stories, toys of India, arts, games, sports, examples, problems, etc. in textbooks will be chosen such that they are as much as possible rooted in the Indian context.	NCERT	2022-24	Textbooks developed by reducing them to their core essentials

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
4.9 & 4.10	**Task 87**	While preparing the State Curricular Framework (SCF) based on the NCF, the SCERTs of States/UTs may look into innovative methods ways of offering flexibility in choice of subjects to students and/ incorporating semester system that allows the inclusion of shorter modules, or courses that are taught on alternate days, etc.	SCERT	2022-23	SCFSE will include innovative methods/semester system
4.11 to 4.22	**Task 88**	States/UTs will develop guidelines, resources, and support material for teachers on multilingualism, in order to harness the power of language. Following material will be specifically developed by states/UTs: • Guidelines for preparing courses and syllabi on Indian Languages • Textbooks in various languages as subjects (in three phases) • Teachers’ handbooks and material for teachers' professional development about how to use home language/mother tongue as link language and as medium of instruction in oral domain to teach language and other subjects.	SCERT	2022-25	Guidelines and resources for teachers on multilingualism
4.11 to 4.22	**Task 89**	SCERTs with the help of NCERT will also conduct face-to-face and on-line training for building the capacity of Key Resource Persons teaching Indian Languages.	SCERT	2022-25	KRPs training for teaching Indian Languages

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
4.11 to 4.22	**Task 90**	For introducing home language/mother-tongue/local language/regional language as the medium of instruction, States/UTs and BOAs to undertake several key actions in a systematic manner. The key actions would include the following: (i) Step 1: • General assessment and listing of mother tongue/local/regional language through linguistic mapping. (ii) Step 2: • 8-10-hour online course for education administrators (State to block level) and BRC/CRC on basic orientation for including children's home languages in teaching-learning process in primary classrooms. (iii) Step 3: • SCERTs to create State Resource Groups and a multilingual education cell. Initial orientation of SCERT/DIET faculty will be required. • Multilingual awareness for teachers through 8-10 hours online course to create awareness about how children can have the ability for Multilingual Education or MLE, by adopting scientific methods. (iv) Step 4: • SCERTs will initiate creation of children's materials (stories, rhymes, big books, charts and posters) in local languages.	SCERT	2022-25	Key actions for introducing home language/ mother tongue/ local language/ regional language

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
		(v) Step 5: • Identifying schools where teachers are available who speak the language predominantly spoken by the school children in classes 1 to 5, • Mapping and provisioning of schools with these trained teachers and language spoken by students. (vi) Step 6: • States/UTs to make efforts to slowly introduce mother tongue/home language based instruction in schools wherever possible, upto grade 5, including in private schools, in a phased manner.			

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
4.11 to 4.22	**Task 91**	MoE in consultation with Ministry of Social justice and Empowerment (MoSJ & E) will initiate the process to standardize Indian Sign Language (ISL) across the country for School education. National and State curriculum materials will be developed, for use by students with hearing impairment by NCERT/SCERT/RCI/NIOS.	SCERT	2022-25	Development of curriculum materials in standardised Indian Sign Language (ISL) across the country
4.23 to 4.29	**Task 92**	The Vocational craft to be implemented in different parts / Schools of state / UTs will be decided by state and local communities and as mapped by local skilling needs. A Handbook will also be developed by both, NCERT and SCERTs in collaboration with concerned experts from different institutions, for conducting various fun activities in grades 1 to 12, including vocational crafts and activities to be undertaken by using indigenous toys, quizzes, puzzles, indigenous games, etc. interlinked with curriculum. This Handbook will also have guidelines for implementing bagless days for students in schools.	SCERT	2022-23	Handbook containing guidelines for bagless days, and details of fun course including activities using toys, games, quizzes, etc. developed for grades 1 to 12
4.30 to 4.33	**Task 93**	NCERT will set up National Focus Groups and Curriculum Committees	NCERT	2021	Setting up of National Focus Groups and Curriculum Committees
4.30 to 4.33	**Task 94**	NCERT will organize meetings, workshops, consultations with various stakeholders, etc. for discussing various recommendations of the policy related to curriculum to be incorporated in the curriculum framework	NCERT	2022-23	Workshops, consultations with various stakeholders for developing NCFSE

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
4.30 to 4.33	**Task 95**	NCERT will develop and publish revised National Curriculum Framework and related documents by involving all stakeholders in NCF revision including CBSE and other BOAs, NCTE, NIEPA, etc. as NCF shall also incorporate assessment patterns and evaluation procedures.	NCERT	2022-23	Revised NCFSE and related documents published
4.30 to 4.33	**Task 96**	Meanwhile, SCERTs will initiate development of the curricular perspectives in the States/UTs, through consultations, workshops, and seminars with various stakeholders on different aspects of curriculum, in consultation with NCERT.	SCERT	2022	Workshops, consultations for developing SCFSE
4.30 to 4.33	**Task 97**	SCERTs to undertake development of State Curriculum Framework on the basis of template provided by the NCERT and wide consultations.	SCERT	201-22	Development of of SCFSE

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
4.30 to 4.33	**Task 98**	SCERT will setup Syllabus and Textbook Development Teams. The team will start work on ensuring the reduction of Curriculum content in each subject to its core essentials, to make space for critical thinking and more holistic, discovery-based, discussion-based, and analysis-based learning. Also, while the SCF is being worked upon, this grade and subject wise committee of textbook experts need to start working on the new framework of textbooks. SCERT will ensure that Knowledge of India is incorporated wherever relevant in an accurate and scientific manner. Stories, indigenous toys, arts, games, sports, examples, problems, etc. in textbooks will be chosen such that they are as much as possible rooted in the Indian context as well as the local geographical context.	SCERT	2022-25	Syllabus and Textbook Development Teams set up by States/UTs
4.30 to 4.33	**Task 99**	NCERT and SCERT will undertake development of Teacher Support Material across classes and subject areas along with Syllabi, Textbooks (in three phases), both, in print as well as e-content form in case the state chooses to develop its own textbooks.	SCERT	2022-25	Teacher Support Material along with Syllabi, Textbooks both in print as well as e-content to be developed by NCERT

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
4.30 to 4.33	**Task 100**	With the help of new Textbooks, NCERT and SCERTs should move towards developing MOOCs courses for each module of the syllabus. These MOOCs courses will be implemented in a phased manner (when access and affordability are taken care of) by integrating 40% MOOCs courses in every grade in school education from class 6 to 12, so that school has more time to focus on arts, sports, vocational, languages, 21st century skills, etc.	SCERT	2023-30	Development of MOOCs for entire syllabus
4.34 & 4.35	**Task 101**	For CBSE schools, NCERT together with CBSE and other important stakeholders shall prepare framework/guidelines for the assessment patterns for both formative as well as summative assessments and evaluation procedures for elementary education, such that it can be implemented from the 2022-23 academic session in a phased manner.	NCERT, CBSE, KVS, JNV and CTSA	2020-21	Framework of assessment pattern for elementary levels in CBSE schools

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
4.34 & 4.35	**Task 102**	Similar exercise will be undertaken by SCERTs and state BOAs to prepare the framework/guidelines for assessment patterns for both formative as well as summative assessments and evaluation procedures for elementary education, such that it can be implemented preferably from the 2022-23 academic session in a phased manner. Focus will be on building a culture of continuous formative and adaptive assessments in schools so as to facilitate learning as well as improvement in teaching-learning processes. Identification of students with singular interests and talents will also be facilitated through formative assessments guidelines and processes, as well as building capacity within the system to carry forward the new paradigm to be planned by NCERT & SCERT.	SCERT + State Board	2021-23	Framework of assessment pattern for elementary levels in State BOAs
4.34 & 4.35	**Task 103**	For secondary education, CBSE, NIOS and all other BOAs of states/UTs will prepare assessment pattern and evaluation procedures for its affiliated schools, so that it can be implemented from 2022-23 session onwards in a phased manner including KVS and JNV. Once PARAKH is set up, CBSE shall be systematically guided by it.	CBSE, NIOS, KVS, JNV & CTSA	2021-23	Development of Assessment pattern for secondary levels by CBSE and other BOA

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
4.34 & 4.35	**Task 104**	Professional training modules and manuals/handbooks shall be prepared by NCERT and SCERTs for building capacities of teachers to undertake “assessment as learning” and “assessment for learning” at elementary level.	SCERT	2021-22	Preparation of Professional training modules and manuals/handbooks on assessment pattern for elementary levels
4.34 & 4.35	**Task 105**	PARAKH, NCERT, SCERTs, CBSE and other Boards of Assessment shall also take up capacity building of paper setters, evaluators, and moderators of school boards on the new norms and guidelines.	SCERT + State Board	2021-22	Capacity building of stakeholders on the new norms and guidelines
4.34 & 4.35	**Task 106**	NCERT, SCERTs, CBSE, other state BOAs and NIOS will prepare question banks for competency-based items that test higher-order skills, such as analysis, critical thinking, and conceptual clarity for use by students and teachers .	SCERT	2022-23	Question banks to be developed for competency-based items that test higher-order skills
4.34 & 4.35	**Task 107**	NCERT/PARAKH will prepare the framework and guidelines for developing Holistic Progress Card for Middle and Secondary levels. This will be in continuation of Task 35 that lays down a similar Task for grades 1 to 5.	SCERT	2022-23	Framework & guidelines for developing Holistic Progress card for Middle and Secondary levels
4.34 & 4.35	**Task 108**	NCERT/PARAKH/CBSE/KVS/JNV will contextualize and develop IT based solutions for online HPC for grades 1 to 12, for all CBSE schools.	NCERT/ PARAKH, CBSE, KVS, JNV	2022-23	IT based solutions for implementing online HPC -in CBSE schools
4.34 & 4.35	**Task 109**	Based on NCERT framework and guidelines, the HPC shall be designed for online use by SCERTs as well.	SCERT	2022-23	IT based solutions for developing HPC for online use by States/UTs/BOAs

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
4.36 to 4.39	**Task 110**	PARAKH will set common norms, standards and guidelines for secondary education to be achieved by all BOAs in the country.	PARAKH	2022-23	Common standards/norms for all BOAs developed
4.36 to 4.39	**Task 111**	Based on standards, norms and guidelines developed by PARAKH for BOAs, CBSE and NIOS will prepare their roadmap to achieve the standards, and begin implementation from 2022-23	SCERT + State Board	2022-23	preparation of roadmap based on PARAKH standards to be initiated by CBSE &NIOS
4.36 to 4.39	**Task 112**	PARAKH will prepare national guidelines on assessment patterns and standards to be achieved by all BOAs to cover multi-disciplinary, multi format assessments leading to attainment of 21st century skills.	PARAKH	2022-25	National guidelines on assessment standards developed for BOAs
4.36 to 4.39	**Task 113**	State Boards of Assessment to be given orientation and capacity building by the SCERTs in consultation with NCERT and PARAKH on norms and standards of assessment.	SCERT	2022-23	Capacity building of BOAs of States/UTs on norms and standards of Assessment
4.36 to 4.39	**Task 114**	NCERT/PARAKH/SCERTs/CBSE/BOAs shall jointly develop a plan for ways and means to reduce the burden of exams at all levels by examining all policy recommendations. Implementation of the same will begin from the 2022-23 academic session	SCERT	2021-23	Development of Plan for reducing burden of exams at all levels.
4.36 to 4.39	**Task 115**	The NCERT will ensure that the NCF committee shall review the basket of subjects offered at secondary and senior secondary levels by CBSE and other BOAs, and ensure structured and relevant offering of academic and skill subjects.	CBSE, NCERT	2021-22	Review of basket of subjects offered by CBSE/BOAs

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
4.36 to 4.39	**Task 116**	All subjects that do not fall within the parameters recommended by the NCF will be discontinued by CBSE and other BOAs.	SCERT	2021-22	Discontinuation of subjects not recommended by NCF
4.36 to 4.39	**Task 117**	NCERT will ensure that the NCF clarifies the strategy and timelines for offering subjects at two levels for class 10 and 12 Board exams. SCERTs shall do the same while preparing its SCFs.	SCERT	2022-23	Mechanism for offering subjects at two levels in NCFSE
4.36 to 4.39	**Task 118**	The CBSE, NIOS and state BOAs shall develop a roadmap for offering subjects at two levels.	SCERT	2022-25	Roadmap for offering subjects at two levels for class 10 and 12 Board exams
4.36 to 4.39	**Task 119**	The pattern of exams at secondary level will be changed (Grades 9-12) to test primarily core capacities based on framework developed at Tasks 100 and 101. Both CBSE and NIOS, and also all state secondary school boards shall prepare a roadmap, and begin implementation from 2022-23 academic session onwards.	SCERT	2022-2023	Implementation of changed assessment patterns initiated at secondary level
4.36 to 4.39	**Task 120**	CBSE shall rename its Compartment exams as "Improvement exams" and strengthen these exams and make them low stakes. All other state BOAs shall also introduce Improvement exams, from 2022-23 academic session	CBSE	2022-23	Introduction of Improvement Exams
4.36 to 4.39	**Task 121**	CBSE, NIOS, and all state BOAs shall shift to a system of holding two kinds of exams - one objective-type and one subjective-type by 2022-23 academic session.	SCERT + State Board	2022-23	Two formats of board exams – subjective and objective - initiated

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
4.36 to 4.39	**Task 122**	CBSE will examine the possibility of modular Board exams by dividing the subject topics into modules. This change may be introduced in a phased manner from 2024-25 onwards after the new pattern of board exams have stabilised.	CBSE	2023-25	Modular Board exams piloted by CBSE
4.36 to 4.39	**Task 123**	BOAs of states may also like to take up modular exams on CBSE or any other pattern, as deemed fit from the academic session 2025-26 onwards after the new pattern of board exams have stabilised.	SCERT	2022-2023	Modular exams piloted by state/UT BOAs
4.36 to 4.39	**Task 124**	PARAKH shall assess the implementation of new patterns of assessment in school boards (including in CBSE and NIOS) from time to time and suggest course correction or interim changes.	PARAKH	2022-23 onwards	Course correction exercises initiated by PARAKH
4.4	**Task 125**	NCERT will fine tune learning outcomes LOs for all grades, from pre-primary to grade 12 to meet the requirements of the NEP 2020.	NCERT	2021-23	Learning Outcomes for grades pre-primary to 12 fine-tuned by NCERT
4.4	**Task 126**	SCERTs may choose to adapt or adopt these fine-tuned LOs	SCERT	2022-24	Learning Outcomes for grades pre-primary to 12 adapted/adopted by SCERTs
4.4	**Task 127**	BoAs will adopt/adapt Learning Outcomes based on NCERT/SCERT.	SCERT	2022-24	Fine-tuned Learning Outcomes for all grades pre-primary to grade 12 adopted/adapted by BOAs.
4.4	**Task 128**	NCERT/SCERTs will also develop teacher resources for classroom transaction of these LOs for each grade and subject.	SCERT	2022-24.	LO based teacher resources for classroom transaction developed

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
4.4	**Task 129**	DIKSHA platform will be used by NCERT to demystify Learning Outcomes.	NCERT	2022-24	LO demystification resources uploaded on DIKSHA
4.4	**Task 130**	The National Assessment Centre PARAKH/NCERT/SCERT will develop framework and guidelines to assist the states/UTs for holding the census exams in grades 3, 5 and 8.	SCERT	2021-23	Development of Framework & Guidelines for holding census exams in grade 3, 5 and 8
4.4	**Task 131**	For the examinations in grades 3, 5 and 8 a system of analysing anonymised samples shall be developed by SCERTs. CBSE will also develop a system in consultation with NCERT for annonymised sample assessment.	SCERT	2021-23	System to analyse anonymised samples of 3, 5, 8 assessments developed
4.4	**Task 132**	Dipstick exercise will be undertaken at periodic intervals in small samples by states/UTs to know the hard spots among LOs, so that teacher capacity building can be focused on these areas	SCERT	2021-25	Dipsticks at periodic intervals for identifying hard spots initiated
4.4	**Task 133**	The data of overall achievement of learners shall be used by States/UTs for filling in the gaps in teacher capacity building, public disclosure by schools of their overall student outcomes, etc.	SCERT	2022-23	Teacher capacity building based on gaps in achievement of learning outcomes
4.41	**Task 134**	The PARAKH centre will be set up as an autonomous body by Department of School Education and Literacy, MOE by the end of 2021.	MOE	2021-22	PARAKH an autonomous body is set up

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
4.42	**Task 135**	NTA shall form a committee for review of entrance exams for admissions to Higher Education Institutions (HEIs) and draw experts from NCERT, NIOS, CBSE, HEIs and States/UTs among others for this committee. NTA will design and then offer a standard entrance exam as an option to HEIs. This will not be a mandatory exam, however, HEIs may decide to undertake it voluntarily.	NTA	2021-22 onwards	Review of all entrance exams by NTA
4.43 to 4.45	**Task 136**	(i) MOE to develop framework for identification and nurturing of Gifted Children at the Elementary and Secondary stages.	SCERT	2020-21	Guidelines for Gifted and talented children
		(ii) States/UTs in turn will develop similar guidelines with local context and initiate implementation from 2022-23 academic session.	States/UTs	2021-22	
4.43 to 4.45	**Task 137**	States/UTs to undertake creating of awareness amongst different stakeholders with regard to talented children and their identification and need for nurturance; it will be undertaken by first creating awareness amongst teachers, and then developing IEC resources and disseminating them through online modes	SCERT	2022-25	Awareness creation for identifying and nurturing gifted/talented children
4.43 to 4.45	**Task 138**	NCTE and NCERT to develop teacher education curriculum framework/guidelines for including specialization in the education of gifted children.	NCTE, NCERT	2022-23	NCFTE to include specialization for education of Gifted Children

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
4.43 to 4.45	**Task 139**	NCERT and SCERTs to undertake designing and implementing of short and long-term programmes for integrating various nurturance activities like summer residential programmes for secondary school students in various subjects/domains.	SCERT	2022-23	Design and implementation of Nurturance programmes for gifted/talented children
5.2 to 5. 7	**Task 140**	Special housing allowances and other facilitation as the states/UTs deem fit, may be considered by states for teachers posted in identified remote and difficult areas.	Commissioner Education	2022-23 onwards	Facilitation guidelines for teaching in remote areas
5.2 to 5. 7	**Task 141**	Policy of recognising creative, dedicated and achieving teachers, maybe prepared by states for giving recognition to best teachers on different occasions, and for different purposes.	Commissioner Education	2021-23	Policy for recognition of performing teachers by states/UTs
5.2 to 5. 7	**Task 142**	Merit based scholarships, particularly for students coming from remote areas for studying 4 year integrated B.Ed programme.	State	2022-23 onwards	Merit based Scholarships - for 4-year B.Ed
5.2 to 5. 7	**Task 143**	States/UTs/CBSE schools/BOA schools/KVS/JNV to undertake self-audit/PTA audit/SMC audit/student audit/social audit of all their schools for the parameters decided by them regarding ensuring conducive, adequate and safe infrastructure in all schools. Student audit by senior students and PTA audit may particularly be undertaken every year.	Director Primary + Director Secondary	2022-23	Self-audit of schools regarding environment and safety
5.2 to 5. 7	**Task 144**	An online transparent teacher transfer policy will be put in place to meet the vacancies and needs of rural and remote areas by all States and UTs/KVS/JNV by 2022-23.	State	2022-23	Development of transparent and online teachers transfer policy by States/UTs/KVS/JNV

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
5.2 to 5. 7	**Task 145**	(i) NCTE and NCERT will help MOE to prepare action plan to extend TET to all levels of school education.	STATE	2022-23	TET extended to all levels
		(ii) States/UTs/KVS/JNV will notify three stage process for teacher recruitment.			
5.2 to 5. 7	**Task 146**	States/UTs/ CBSE/BOAs/KVS/JNV to prepare a long-term teacher recruitment plan, such that, they adopt a system of annual recruitment of teachers as per a fixed calendar.	State	2022-23	Preparation of long-term teacher recruitment plan
5.2 to 5. 7	**Task 147**	The States/UTs will work out system/guidelines for schools/school complexes to engage local eminent persons or experts as 'master instructors' in various subjects.	SCERT	2022-23	Guidelines for engaging 'master instructors'
5.8 to 5.14	**Task 148**	States/UTs as mentioned in Task 65 will work out a plan from 2022-2030 to ensure that adequate and safe infrastructure will be provided to all schools	MPSP	2021-22	Planning for adequate and safe infrastructure completed
5.8 to 5.14	**Task 149**	SCERTs CBSE/BOAs/KVS/JNV will undertake capacity building programmes for teachers and Principals to create conducive learning environment in schools.	SCERT	2022-24	capacity building programmes for creating conducive learning environment in schools
5.8 to 5.14	**Task 150**	States and UTs/ CBSE/BOAs/KVS/JNV will develop IT based solutions to reduce the education administration/planning/governance burden of teachers.	Commissioner Education	2022-24	IT based solutions to automate the processes and reduce the burden of administration
5.17 to 5.19	**Task 151**	States/UTs/ CBSE/BOAs/KVS/JNV will develop and adopt specific frameworks for role expectancy from Principals and Teachers based on the National Professional Standards for Teachers (NPST).	SCERT	2024-25	Framework for teacher role expectancy developed based on NPST

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
5.17 to 5.19	**Task 152**	States/UTs to come up with a transparent merit-based system for tenure, promotion and salary structure, etc.	State	2024-25	Development of transparent tenure, promotion and salary structure, etc. system
5.17 to 5.19	**Task 153**	A comprehensive in-service teacher training policy and a plan based on it will be prepared by states/UTs /CBSE/BOAs/KVS/JNV for conducting the mandatory 50 hours of CPD and other training programmes.	SCERT	2022-23	Teacher training policy developed
5.17 to 5.19	**Task 154**	SCERTs/DIETs/BOAs/CBSE to also develop formal Induction Programmes for newly recruited teachers.	SCERT	2022-23	Induction Programmes initiated
5.2	**Task 155**	A common National Professional Standards for Teachers (NPST) will be developed for the country.	SCERT	2022-23	National Professional Standards for Teachers (NPST) developed
5.2	**Task 156**	The National Professional Standards for Teachers (NPST) will be adopted by all the States/UTs and all BOAs.	Commissioner Education + Director Primary + Director Secondary + SCERT	2023-24	Adoption of NPST by states/UTs and BOAs
5.2	**Task 157**	SCERTs will help states/UTs prepare a framework for giving more autonomy to teachers in choosing aspects of pedagogy, so that they may teach in the manner they find most effective for the students in their classrooms. CBSE and BOAs will do a similar exercise for their affiliated schools.	SCERT	2022-24	Increased autonomy framework for teachers for choosing pedagogy by states/UTs and BOAs
5.21	**Task 158**	Secondary specialisations/certificate courses will be developed in special education.	Higher Education Institutions and IGNOU	2023-24	Specialised courses developed in special education

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
5.22 to 5.29	**Task 159**	NCTE will prepare a detailed action plan for implementing movement of TEIs to multidisciplinary colleges and universities and 4-year integrated B.Ed. degree by 2030	NCTE	2022-23	NCTE action plan for moving TEIs to multidisciplinary HEIs
5.22 to 5.29	**Task 160**	NCTE/NHERC will come out with regulations related to 4-year integrated B.Ed. degree programmes, 2-year B.Ed. programmes and suitably adapted 1-year B.Ed. programmes.	NCTE, NHERC	2021-22	Regulations for various B.Ed programmes
5.22 to 5.29	**Task 161**	NCTE regulations for all B.Ed. programmes to include training in time-tested as well as the most recent techniques in pedagogy, teaching children with disabilities, teaching children with special interests or talents/gifted children, use of educational technology, etc.	NCTE	2022-25	Regulations for including modern pedagogy techniques in all B.Ed programmes
5.22 to 5.29	**Task 162**	NCTE/NHERC will prepare facilitative regulations to enable special shorter local teacher education programmes to be made available at DIETs.	State + SCERT	2022-23	Regulations for short programmes at BITEs/DIETs
5.22 to 5.29	**Task 163**	NCTE/NHERC will prepare regulations to enable shorter post-B.Ed. certification courses at multidisciplinary colleges and universities.	NCTE, NHERC	2022-23	Regulations for shorter post-B.Ed courses
5.22 to 5.29	**Task 164**	NCTE will formulate a new and comprehensive National Curriculum Framework for Teacher Education, NCTFE. All states/UTs, and concerned HEIs will adopt the same from 2022-23.	NCTE, NCERT	2021-22	NCFTE developed

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
5.22 to 5.29	**Task 165**	NCERT will study, research, document, and compile the varied international pedagogical approaches for teaching different subjects, and appropriately integrate and incorporate in teacher training modules and TLM.	NCERT	2022-24	Compilation of international pedagogical practises
5.22 to 5.29	**Task 166**	NCTE/NHERC will undertake a detailed analysis of all the standalone TEIs in the country and phase out substandard standalone Teacher Education Institutions (TEIs) across the country.	NCTE, NHERC	2021-25	Action plan for standalone TEIs
6.1 to 6.6	**Task 167**	States/UTs will undertake mapping of SEDGs in each cluster under CRC/BRC and preparation of database to analyse the kind , intensity and level of interventions required for each of the SEDGs	MPSP	2021-23	SEDGs mapping initiated
6.1 to 6.6	**Task 168**	MOE will prepare broad Framework regarding minimum parameters for identifying Special Education Zones -SEZs.	MOE	2022-23	Guidelines for identification of SEZs
6.1 to 6.6	**Task 169**	States/UTs to add their own specific criteria to the Task 168 to identify their Special Education Zones, and notify the same. Specific interventions such as scholarship, conditional cash transfers for incentivising parents, providing bicycle for transport etc. will be designed by states/UTs to increase access of SEDGs to schools.	MPSP	2022-23	Notification of SEZs by States/UTs
6.1 to 6.6	**Task 170**	For providing support to the learning of children with disabilities, focus will be on early identification and support. States/UTs will build specific capacities of teachers at Foundational and Preparatory levels.	SCERT	2021-22 onwards	Teacher training at Foundational and Preparatory levels for teaching children with disabilities

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
6.7 to 6.9	**Task 171**	MOE will prepare guidelines and make provision for setting up a Gender Inclusion Fund especially for girls and transgender students.	MOE	2022-23	Setting up of Gender Inclusion Fund
6.7 to 6.9	**Task 172**	States/UTs will set up gender and equity cell and special cell for inclusive education.	SCERT	2022-23	Setting up gender & equity cell and Special cell for inclusive education in States/UTs
6.7 to 6.9	**Task 173**	Interventions such as barrier free infrastructure, installation of sanitary pad vending machine and incinerators, etc. will continue to be provided under Samagra Shiksha.	MPSP	2021-22 onwards	Continuation of various provisions for equity and inclusiveness under Samagra Shiksha
6.7 to 6.9	**Task 174**	NCERT and SCERTs will undertake research and development in innovative teaching-learning methodologies for teaching children from SEDGs.	SCERT	2021-22 onwards	Documentation of innovative teaching-learning methodologies for SEDGs
6.7 to 6.9	**Task 175**	States/UTs will prepare their long-term plan up to 2030 to ensure that all KGBVs are strengthened and expanded (up to grade 12).	MPSP	2021-30	Long-term plan for expanding KGBVs up to class 12
6.7 to 6.9	**Task 176**	States & UTs will prepare and implement strict safety and security guidelines for girls in KGBVs.	MPSP	2021-23	Safety and security guidelines for girls
6.7 to 6.9	**Task 177**	Additional JNVs and KVs will be set up across the country, especially in aspirational districts, SEZs and other disadvantaged regions.	JNV and KVS	2023-30	JNVs/KVs in aspirational districts
6.7 to 6.9	**Task 178**	Preschool sections will be added to Kendriya Vidyalaya in a planned and phased manner from 2022 to 2030.	KVS	2022-30	Pre-school section added to KVS

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
6.10 & 6.11	**Task 179**	All states/UTs will undertake a school-based analysis/survey with regard to hindrances to physical access for disabled children.	MPSP	2022-23	School-based survey on barriers to physical access for disabled children
6.10 & 6.11	**Task 180**	While preparing NCF for school education and ECCE, NCERT will consult with expert bodies such as National Institutes of DEPwD, etc.	NCERT	2021-22	Consultation with National Institutes of DEPwD for NCFSE
6.10 & 6.11	**Task 181**	States/UTs will undertake mapping of requirements of students with disabilities for participating fully in school education.	MPSP	2022-23 onwards	Mapping of needs of students with disabilities by States/UTs
6.10 & 6.11	**Task 182**	To assist teachers in catering to the needs of all learners more fully, States/UTs will provide services of special educator/s with cross-disability training to groups/clusters of schools or school complex.	MPSP	2022-30	Providing services of special educators to schools/school complex
6.10 & 6.11	**Task 183**	NCERT and RCI to develop short term and long-term training modules on equity, gender, and needs of children with disabilities, etc.	NCERT and RCI	2022-23 onwards	Short term and long-term training modules on equity, gender, and needs of children with disabilities
6.10 & 6.11	**Task 184**	States/UTs will strengthen BRCs with online/offline facilities of special educators, so that BRCs can also act as Resource centres for learners with severe or multiple disabilities.	MPSP	2022-23 onwards	BRCs to act as Resource Centres with Special Educator services
6.10 & 6.11	**Task 185**	NIOS will develop high-quality modules to teach Indian Sign Language.	NIOS	2022-23	High-quality teaching modules for Indian Sign Language
6.12 to 6.14	**Task 186**	Guidelines and standards for home-based schooling shall be developed by the States/UTs based.	SCERT	2022-23	Guidelines for home-based schooling

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
6.12 to 6.14	**Task 187**	SCERTs will develop online orientation modules for parents/caregivers.	SCERT	2022-23	Online orientation modules for parents/caregivers
6.12 to 6.14	**Task 188**	States/UTs will include guidelines for conducting summative assessments for home-based schooling at Task 198	SCERT	2022-23	Guidelines conducting summative assessments for home-based schooling
6.12 to 6.14	**Task 189**	NCTE will include awareness and knowledge of how to teach children with specific disabilities (including learning disabilities) in TE curriculum framework.	NCTE	2022-23	NCFTE to include teaching children with specific disabilities
6.15 to 6.20	**Task 190**	States/UTs will identify, map and enlist all alternative forms of schools, including Ashramshalas in particular. with the help of the concerned deparments in the state/UT.NCFSE will be introduced in a phased manner for Grades 1_12	Commissioner Education	2022-30	Mapping of alternative forms of schools and introduction of NCFSE
6.15 to 6.20	**Task 191**	States/UTs will generate awareness among students in altenrnative forms of schools to appear for State board or open school board examinations of NIOS/SIOS.	Director Secondary	2022-25	Awareness creation among students for Open school exams in alternate schools
6.15 to 6.20	**Task 192**	The NISHTHA modules adapted in the local languages by SCERT will be extended by SCERTs to teachers of alternative forms of schools.	SCERT	2022-25	NISHTHA modules in local languages for alternate forms of schools
6.15 to 6.20	**Task 193**	States/UTs will make available digital libraries, digital/virtual laboratories, online reading materials like books, journals, etc.	SCERT	2022-25	Digital Libraries/virtual laboratories made available for alternate schools

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
6.15 to 6.20	**Task 194**	SCERTs of states/UTs will prepare year-wise plan for special focus on Scheduled Castes and Scheduled Tribes students by providing special hostels through Samagra Shiksha and convergence of MSJE funds.	MPSP	2022-30	Provisioning hostels for SC/ST students
6.15 to 6.20	**Task 195**	SCERTs of States/UTs will develop special online/offline/blended bridge courses for Scheduled Castes and Scheduled Tribes and other SEDG students.	SCERT	2022-30	Online/offline/blended bridge courses for SEDG students
6.15 to 6.20	**Task 196**	DoSEL along with MSJE and states/UTs will work out and also integrate with existing schemes to provide financial assistance through scholarships	Commissioner Education	2022-30	Scholarships for SEDGs
6.15 to 6.20	**Task 197**	States/UTs Governments will take up opening of NCC wings, particularly in tribal dominated areas.	Sports Department	2022-30	NCC wings in tribal dominated areas
6.15 to 6.20	**Task 198**	States/UTs will undertake webinars and online workshops for teachers, principals, administrators, counsellors, and students to sensitise them on social issues and stigmas such as discrimination, segregation of disadvantaged and vulnerable groups, etc.	SCERT	2022-30	Modules for sensitisation on social issues and stigmas
6.15 to 6.20	**Task 199**	While preparing the NCF, NCERT will include material on human values, such as respect for all persons, empathy, tolerance, human rights, gender equality, non-violence, global citizenship, inclusion, and equity.	NCERT	2021-22	NCFSE to include integration of human values

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
7.1 to 7.6	**Task 200**	Unified administrative structure for Elementary, secondary and senior secondary schools under Samagra Shiksha will be ensured by all States and UTs.	MPSP	2021-22	Unified structure under Samagra Shiksha
7.1 to 7.6	**Task 201**	States/UTs shall prepare a short-term (upto 2025) and long-term (upto 2030) plan for laying down the roadmap for grouping/clustering schools into school complexes or any other format of grouping.	Director Primary	2022-23	Short term and long term roadmap for grouping/clustering schools into complexes
7.1 to 7.6	**Task 202**	Providing of infrastructure and resource requirements of this groups/clusters/complex of schools shall also form a part of the above plans.	MPSP	2022-30	Planning for resourcing these groups/clusters/ complex of schools
7.1 to 7.6	**Task 203**	States/UTs shall also develop robust guidelines/framework for governance of schools through this mechanism of grouping of schools into school groups/clusters/complex.	Director Primary	2022-26	Guidelines/framework for governance of schools into groups/clusters/ complex
7.7 to 7.9	**Task 204**	State/UTs may conduct pilot studies to analyse the effectiveness and implications of grouping of schools through different mechanisms. On the basis of the findings, a report may be developed with detailed roadmap and future plan of action to achieve the targets and goals by schools through efficient resource sharing.	Director Primary	2023-24	Pilot studies on groups/clusters/ complex
7.10 to 7.12	**Task 205**	All States partnering and UTs will prepare detailed guidelines for facilitating Twinning between public and private schools in the state/UT.	SCERT	2021-23	Guidelines for Twinning/partnering between public and private schools

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
7.10 to 7.12	**Task 206**	States and UTs will take up strengthening of existing Bal Bhavans to make them centres of joyful, cognitive/psychomotor/affective engagement venues for young learners. For undertaking this task, states/UTs will need to prepare a year-wise plan of action and submit the same to DoSEL.	State	2022-30	Strengthening of existing Bal Bhavans
7.10 to 7.12	**Task 207**	For understanding the importance of history as a subject, and for getting a sense of how history is written, every school in every state/UT/CBSE/KVS/JNV/BOAs will undertake classroom activities with students of grades 1 to 12, to map the history of village/town/area they stay in to map and write the history of the school, including its foundation day, first Principal/teachers, alumni, etc. NCERT will prepare the broad framework of this experiential learning activity in NCFSE, while SCERTs shall prepare detailed guidelines.	SCERT	2022-23	Mapping/writing local area and school history by students as an experiential activity in grades 1 to 12
7.10 to 7.12	**Task 208**	Framework for using schools as Samajik Chetna Kendra to promote social cohesion by using the unutilised capacity of school infrastructure in non-teaching/schooling hours, shall be prepared by NCERT.	SCERT	2022-23	Framework for utilising schools as Samajik Chetna Kendra to promote social cohesion
7.10 to 7.12	**Task 209**	Based on this framework prepared by NCERT for using schools as Samajik Chetna Kendra, SCERTs will develop their own innovative models for effective utilisation of unused capacity of schools.	SCERT	2023-24	Innovative models for utilising schools as Samajik Chetna Kendra by SCERT

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
8.1 to 8.4	**Task 210**	States/UTs through SCERTs will prepare self-regulation system to ensure empowerment of schools and enforcement of transparency and online public disclosure.	SCERT	2021-23	Regulations for transparency and online public disclosure
8.1 to 8.4	**Task 211**	To encourage private/philanthropic school sector to play a significant and beneficial role in the school education sector, the sates/UTs will operationalize an IT based engagement format including Ease Of Doing Business for this sector. (Reference Tasks 81 and 287)	State	2022-24	EoDB for (Task 81and 287) private/philanthropic sector
8.5	**Task 212**	States/UTs will set up an independent, State-wide body called the State School Standards Authority (SSSA). all states/UTs to have SSSA websites by 2023	SCERT	2021-23	SSSA set up
8.5	**Task 213**	The states/UTs will immediately begin planning their strategy and timelines for separating the functions of policy-making (Department of School Education), operations (Directorate of School Education), academics (SCERTs) and regulation (by setting up SSSA).	Commissioner Education	2021-23	Action plan for separation of functions/powers
8.5	**Task 214**	SCERT will develop an overall strategic plan, and an institution wise action plan for the reinvigoration of CRCs, BRCs, and DIETs and complete implementation of plan by 2023-24.	SCERT	2021-24	Strategic planning and implementation of reinvigoration of CRCs, BRCs, and DIETs
8.5	**Task 215**	School Quality Assurance and Accreditation Framework (SQAAF) will be developed by SCERT as per guidelines developed by NIEPA and NCERT.	SCERT	2021-23	SQAAF developed

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
8.6 & 8.7	**Task 216**	For schools controlled/managed/aided by the Central government (that is, KVS and JNV) the CBSE in consultation with the MOE shall prepare a framework for online self-disclosure on minimal set of standards based on basic parameters and a School Quality Assurance and Accreditation Framework (SQAAF). CBSE can also lay down few parameters for private/state government schools affiliated to it for examination registration, extension of affiliation, etc.	CBSE, JNV, KVS, MOE	2021-23	Framework for online self-disclosure for CBSE schools
8.8	**Task 217**	The states/UTs will prepare an all-encompassing Strategic Implementation Plan which will aim to ensure that all students, shall have universal, free and compulsory access to high-quality and equitable schooling from early childhood care and education (age 3 onwards) through higher secondary education (i.e., until Grade 12).	State	2021-23	Development of Strategic Implementation Plan to ensure universal, free and compulsory access to schooling
8.1	**Task 218**	MOE/NCERT/NIEPA will prepare framework/guidelines for the holistic assessment of the education governance system at state/district/block/cluster/school levels.	MIEPA	2022-23	Framework for the holistic assessment of the education governance system
8.1	**Task 219**	SCERTs will conduct census--based achievement surveys or State Achievement Survey (SAS) for continuous improvement of school education system in the year/s when National Achievement Survey is not being held.	SCERT	2022 onwards	SCERTs to conduct State Achievement Survey (SAS) for continuous improvement of school education

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
8.1	**Task 220**	For the conduct of NAS 2021, CBSE/NCERT will expand coverage and enhance reliability check.	CBSE, NCERT	2021-22	Expanded and enhanced reliability check for NAS 2021
8.11	**Task 221**	A school safety framework will be designed by DoSEL at national level. All States/UTs shall use this framework as the minimum requirements, and add to it as per local requirements and ensure its implementation	DoSEL	2021-22	National level School safety framework
8.11	**Task 222**	Online programmes for generating awareness about child rights will be developed by SCERT and enforcement of child rights in schools will be assured by the regulatory system.	SCERT		Programmes for awareness on child rights
15.1 to 15.7	Task 223	National Testing Agency will design and conduct a national common entrance test for entry to 4-year integrated B.Ed courses.	NTA	2021-22	National common entrance test designed by NTA
15.8 & 15.9	Task 224	NCTE will coordinate with UGC for ensuring credit-based courses in teaching/education/pedagogy/writing are offered to all fresh Ph.D. entrants during their doctoral training period.	NCTE	2022-24	Credit-based courses for Ph.D programmes on school education
15.10 & 15.11	Task 225	Areas specific to the capacities required by teachers to implement the NEP 2020 will be identified by SCERT in a comprehensive in-service annual teacher training plan prepared by SCERTs.	SCERT	2021-25	Annual In-service teacher and Principal training plan

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
15.10 & 15.11	Task 226	D/o Higher Education will set up a National Mission for Mentoring; NCTE will also be part of this mission to link and facilitate teacher educators. This mission will focus on mentoring with a large pool of outstanding senior/retired faculty (to teach in Indian languages) to provide short and long-term mentoring/professional support to university/college teachers/teacher educators/faculty of TEIs.	SCERT - PreService Department	2022-23	Setting up National Mission for Mentoring
16.1 to 16.8	**Task 227**	Strengthening of PSSCIVE will be undertaken to build its capacity for developing curriculum and learning resources, both offline and online for vocational courses and training of teachers/trainers.	PSSCIVE	2022-23	PSSCIVE strengthening plan initiated
16.1 to 16.8	**Task 228**	States/UTs will organise awareness programmes to change the general attitude towards Vocational Education.	MPSP	2022-23	Awareness programmes for vocational education
16.1 to 16.8	**Task 229**	NCERT will ensure inclusion of vocationalisation of education from classVI to secondary level in NCFSE,with introduction of skills training appropriate to the age of the child.	NCERT,CBSE,BoAs	2022-23	NCFSE to include sub-framework for vocationalisation

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
16.1 to 16.8	**Task 230**	States and UTs to also prepare detailed curricular sub-framework for vocational education in schools as a part of SCFSE. States/UTs will also ensure that 50% students at upper primary level are covered by vocationalisation by 2025 and 100% of upper primary are covered by 2030. A school-wise roadmap will be prepared by States/UTs to implement this in 2022 for implementation from 2022-30.	MPSP	2022	SCFSE to include sub-framework for vocationalisation and roadmap for implementation
16.1 to 16.8	**Task 231**	Based on NCFSE, states/UTs/CBSE/BOAs/ KVS/JNV/CTSA will prepare detailed guidelines to ensure implementing of vocationalisation in such a way that every child will be encouraged to develop at least one skill during his/her school period.	Director Secondary	2022-23	Guidelines for implementation of vocationalisation by CBSE
16.1 to 16.8	**Task 232**	Based on SCFSE, states/UTs/BOAs will prepare detailed guidelines to ensure implementing of vocationalisation from 2023-24 academic session onwards.	SCERT + State Board	2023-24	Implementation of vocationalisation in schools by state/UT
16.1 to 16.8	**Task 233**	States/UTs will provide training modules, preferably in the online mode/blended mode for courses in entrepreneurship, soft skills such as communication skills, etc. as a part of vocational education. States/UTs will also set up Skill labs in a hub and spoke model in school clusters/complexes.	SCERT	2022-25	Training modules on soft skills in online mode as a part of all vocational subjects

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
16.1 to 16.8	**Task 234**	After the finalisation of SCF, States/UTs will independently take up encouragement of the local arts and crafts among the school children by designing suitable courses through SCERTs. CBSE/KV/JNV schools shall be free to adopt/adapt these courses as per local context of the student mix and location of the school.	SCERT	2022-23	Courses designed on local art and craft by SCERTs
16.1 to 16.8	**Task 235**	Problem based Learning approach will be promoted in schools so that students are able to develop requisite skills for innovation and entrepreneurship. NCERT and SCERTs will develop project based activities and online resources for Teaching Learning Material (TLM) for this.	SCERT	2022-23	Online resources for Problem based Learning approach
16.1 to 16.8	**Task 236**	A suitable framework for assessment of vocational education will be created by the NCIVE, working in conjunction with PSSCIVE and with CBSE and State-level institutions and BOA.	NCIVE	2022-23	Framework for assessment of vocationalisation progress
16.1 to 16.8	**Task 237**	Short term training courses, preferably online courses, will be designed for vocational trainers as per the state curriculum and assessment framework by the SCERTs/DIETs.	SCERT + DIET	2022-25	Training modules for vocational trainers
16.1 to 16.8	**Task 238**	States/UTs/BOAs/CBSE will work out an online/offline mechanism for providing career counselling and guidance to children in Classes IX to XII	SCERT	2022-23	Online/offline mechanism for providing career counselling and guidance

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
16.1 to 16.8	**Task 239**	NCERT will develop Skill Based Aptitude Test (SBT) in online mode at end of Class VIII and Class X, and states/UTs/BOAs/CBSE may introduce it or prepare their own version of SBT	NCERT, states/UTs/BOAs/CBSE/KVS/JNV	2022-25	Online Skill Based Aptitude Test (SBAT at end of Class VIII and Class X
16.1 to 16.8	**Task 240**	NIOS will cater to the dropouts from the formal system through ODL courses designed and promoted for improving the mobility and employability of students. For this NIOS will develop a mechanism of collaboration with states/UTs.	NIOS	2022-25	Dropouts assessment facilitation by NIOS
16.1 to 16.8	**Task 241**	Textbooks for the National Institute of Open Schooling (NIOS) will be aligned with those of NCERT. This will enable many students to feel confident about their career choices, because any student who desires to exit at classl 0 to pursue a career in a vocational skill, will be able to smoothly transit from formal to open school education. NIOS will ensure that Knowledge of India is incorporated wherever relevant in an accurate and scientific manner. Stories, arts, games, sports, examples, problems, etc. in textbooks will be incorporated in such manner that they are as much as possible rooted in the Indian context.	NIOS	2022-25	NIOS textbooks aligned with NCERT textbooks and incorporation of Stories, arts, games, sports, examples, problems, etc.
16.1 to 16.8	**Task 242**	CBSE and other BOAs will explore offering stand-alone Vocational courses in affiliated schools in ODL mode and develop suitable assessment and certification mechanisms.	SCERT + Board	2022-23	Vocational courses in ODL mode

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
21.1 to 21.4	**Task 243**	States/UTs will make efforts to undertake a survey of non-literate adults through the census survey to be conducted in 2021. Only if that is not possible, an app-based survey to identify the non- literate members of the community may be undertaken.	State	2021-22	Survey of non-literates
21.1 to 21.4	**Task 244**	States/UTs will design systematic and intensive awareness drives/campaign for community involvement and volunteerism to promote adult literacy.	State	2021-25	Awareness drives/campaign to promote adult literacy
21.5	**Task 245**	NCERT will set up a constituent body dedicated to Adult Education within the organisation.	NCERT	2021	Constituent body on AE in NCERT
21.5	**Task 246**	The constituent body of NCERT on Adult Education will review and revise current curricula for adult education and develop a National Curriculum Framework for Adult Education (NCFAE).	NCERT	2021-22	NCFAE developed
21.5	**Task 247**	The NIOS and Department of Adult Education in HEIs will be the central and main organisations of the DoSEL for undertaking Adult Education work. For this purpose, they shall prepare a detailed plan of implementation to reach maximum non-literate adults. As a part of its plan, they will also develop methods of collaboration with states/UTs and mechanisms for outreach through them. They will undertake to develop online modules for each of the five components of Adult Education.	NIOS and Department of Adult Education in HEIs	2021-25	Online modules for AE by NIOS

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
21.5	**Task 248**	SCERTs will use the framework developed by NCERT to prepare content for each aspect of the framework (consisting of 5 components) in local language/s and integrate it with technology tools such as digital platforms, mobile app, DTH etc. so that delivery of all adult learning content is primarily through using digital and online mode.	SCERT	2021-23	Content development in local language by SCERT for AE
21.6 to 21.8	**Task 249**	States and UTs will create a constituent body within the SCERTs to look after implementation of adult education, to adopt/adapt the NCFAE, and to prepare resources for implementing the programme.	SCERT	2022-25	Constituent body on AE in SCERT
21.6 to 21.8	**Task 250**	States/UTs will ensure that no additional infrastructure is created for implementing this programme. Instead, States/UTs will prepare detailed guidelines for schools/school complexes after working hours and on weekends for adult education courses. The guidelines will ensure that all AE classes are held virtually/online/through pre-loaded material on computers/tablets, etc.	State + Director Adult	2022-23	Guidelines for utilizing available infrastructure for AE
21.6 to 21.8	**Task 251**	Adult Education Centres (AECs) will be systematically included within other public institutions such as HEIs, vocational training centres, public libraries etc. For this, the DoSEL will take up with the concerned Ministries to develop broad guidelines/framework.	DoSEL	2022-25	Framework for AECs

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
21.6 to 21.8	**Task 252**	States/UTs will draw out a schedule for covering all adult illiterates with adult education before 2030 in this manner. Teachers/tutors will be connected to the adult learners through IT based solutions.	Director Adult Education	2022-30	IT based solutions and Planning for 100% coverage by 2030
21.6 to 21.8	**Task 253**	To implement the schedule drawn out by states, district level resource support institutions (mostly the DIETs) will organize online/digital and learning activities at Adult Education Centres, as well as coordinate with volunteer instructors for the practical aspects of learning.	SCERT	2022-23	Online/digital and learning activities at Adult Education Centres
21.9 & 21.10	**Task 254**	States/UTs will take up the programme of strengthening schools and public libraries to ensure an adequate supply of books that cater to the needs and interests of all students, including adult learners and persons with disabilities and other differently-abled persons.	SCERT	2022-25	Adequate supply of books/resources ensured
21.9 & 21.10	**Task 255**	National Digital Library (NDL) will be strengthened with resources for adult learning in multiple Indian languages.	Director Adult Education	2022-25	National Digital Library (NDL) strengthened with AE resources
21.9 & 21.10	**Task 256**	High quality textbooks and workbooks will be produced and published by the states/UTs in the local language/s and may be sold, at the cost of printing, to interested adult learners.	SCERT + Balbharti	2023-30	Affordable Textbooks and workbooks for AE

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
21.9 & 21.10	**Task 257**	To develop multiple pathways to learning, States/UTs will enable and strengthen various formal and non-formal education modes - including one-on-one tutoring (by volunteer tutors/teachers as mentioned in Task 264), Open Distance Learning through SIOS as well as NIOS (as mentioned in Task 247), smartphone apps, systematically leveraging parents, volunteers as a resource etc.	Director Adult	2021-22	Multiple Pathways of learning for AE will be established
21.9 & 21.10	**Task 258**	The States/UTs will strengthen their SIOSs or establish new ones (in accordance with Task 80). These will develop programmes analogous to those offered by NIOS (in Task 247) in regional languages.	State Board + SIOS	2021-22 onwards	Strengthening of SIOS and programmes in regional language
22.1 to 22.8	**Task 259**	NCERT will develop guidelines, textbooks and other material to aid the promotion of Indian languages in the light of multilingualism of India covering status of languages, approaches to languages teaching-learning, language across the curriculum, learning outcomes, mother tongue based multilingual education, language assessment, etc. NCERT will also develop guidelines for SCERTs for preparing courses and syllabi on Indian Languages.	SCERT	2022-23	Position paper, guidelines, textbooks and other material for promotion of Indian languages

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
22.1 to 22.8	**Task 260**	SCERTs will take up the development of Indian language textbooks, along with teacher handbooks and material for teacher professional development SCERTs will also develop supplementary materials like: Workbooks, Audio-Video, Novels, Magazines, Dictionaries etc. for Indian Languages (Including Classical, Tribal and other Minor languages) that are spoken/written/understood in the state/UT.	NCERT	2022-25	Development of textbooks of Indian languages and supplementary material in accordance with SCFSE
22.1 to 22.8	**Task 261**	NIOS has prepared several courses on Indian languages and ancient Indian literature. For promoting these in India and abroad, NIOS will develop them as individual online courses that can be offered in India and abroad.	NIOS	2022-25	Development of online courses on Indian language and ancient Indian literature
22.1 to 22.8	**Task 262**	Teachers shall use their own innovative pedagogies in consonance with Task 157, to teach languages in engaging and joyful manners. Teachers will ensure that they link the mother tongue/home language of the child to the language being taught in the oral domain in classroom transactions. The framework being developed by SCERTs in Task 157 shall include this aspect and it shall be rolled out for the teaching of languages as well from 2022-23 onwards.	SCERT	2022-23 onwards	Supplementary materials development by SCERT

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
22.1 to 22.8	**Task 263**	To expose children to the diversity, natural resources, and rich culture of India, specific activities will be undertaken by NCERT/SCERT/States/UTs/BOAs/CBSE/KVS/JNV: o Children will be encouraged to undertake excursion/ online or e-tourism, have pen pals in link states, learn the language of the link states, etc. under EBSB. o NCERT and SCERTs will include India's rich culture and heritage in the curricular aspects at all stages through NCF/SCF and textbooks. o Children shall be exposed to the culture/language etc. of the link state through systematic interventions at school, CRC, BRC, District and State levels by the states/UTs in collaboration with the link states. o Joint Online Heritage Quizzes shall be conducted by the two linked states/UTs every year at various levels of school education. o States/UTs shall also take	SCERT	2022-23 onwards	Exposure of children to the diversity, natural resources and rich cultural heritage of India
22.1 to 22.8	**Task 264**	Online repositories of the rich language, arts, music, indigenous textiles/food/sports, culture and ethos, etc. shall be created by SCERTs of each state/UT, so that link states are able to easily access this material.	SCERT	2022-23	Online repositories of TLM by states/UTs cultural heritage

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
23.1 to 23.13	**Task 265**	CIET in NCERT will be strengthened to become the central hub for promoting, developing and expanding all initiatives related to education technology for school education sector. Additional manpower and other resources as per requirement will be worked out and provided from 2021-22 budget.	NCERT	2021-22	CIET to become central hub for education technology
23.1 to 23.13	**Task 266**	States/UTs will undertake a similar exercise in SCERTs for the SIETs (as mentioned in Task 275) and prepare a roadmap to strengthen the SIETs by 2021-22.	SCERT	2021-22	SIETs to become central hub for education technology in states/UTs
23.1 to 23.13	**Task 267**	National Digital Library (NDL) will be linked to the e-resources of NCERT and SCERTs for effective utilization of available contents.	SCERT	2021-25	Linking NDL with e-resources in school education
23.1 to 23.13	**Task 268**	The ICT scheme under Samagra Shiksha will be strengthened giving greater flexibility for States on the type of technology to deploy and accommodate differential funding for schools based on student enrolment.	DoSEL	2021-22	Strengthening of ICT scheme under Samagra Shiksha
23.1 to 23.13	**Task 269**	UDISE+ will be further strengthened and expanded by DoSEL to include parameters related to District level and School level Performance Grading Indices.	DoSEL	2021-23	Expansion of UDISE+ including District/school level PGI
23.1 to 23.13	**Task 270**	DoSEL will work with MEITy on preparing an all-encompassing school education digital infrastructure. This work will be initiated by DoSEL on priority.	DoSEL	2020-23	All-encompassing school education digital infrastructure for the country

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
24.1 and 24.4 a	**Task 271**	CIET/NCERT/SCERT will conduct pilot studies to evaluate the benefits of integrating education with online education.	SCERT	2023-25	Pilot studies to evaluate the benefits on ICT integration in education
24.2 and 24.4 e	**Task 272**	DIKSHA will contain e-resources under six component categories to begin with – NCERT textbook based, SCERT textbook based, Learning Outcome based Item banks, TPD, Virtual Labs, and Vidyadaan content. These categories will be expanded and diversified as per need. In the backdrop of the pandemic, it is essential that states/UTs ensure that e-content for learners is uploaded on DIKSHA by them as soon as possible, but not later than 21-22 academic session.	SCERT	2021-22	E-content/resources for all grades on DIKSHA
24.2 and 24.4 e	**Task 273**	For ensuring equity in educational technology, it will be ensured that the same e-contents are available across all digital modes (portals, Apps, TV, radio) for the same topic/s under the Coherence policy of DoSEL. States/UTs will prepare strict action plans for achieving this not later than 2021-22 academic session.	SCERT	2021-22	Coherence policy for ensuring availability of all e-contents across all digital modes
24.2 and 24.4 e	**Task 274**	One class, one channel through Swayam Prabha will be activated with high quality e-learning content by NCERT and SCERTs not later than 2021-22 academic session.	SCERT	2021-22	One class, one channel through Swayam Prabha for high quality e-learning content
24.2 and 24.4 e	**Task 275**	The schools in the Special Education Zones and Aspirational districts will be integrated with digital devices on priority by states/UTs under the strengthened ICT scheme.	State	2021-22 onwards	Integration of SEZ schools with digital devices under ICT scheme

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
24.2 and 24.4 e	**Task 276**	The Ministry will pursue with MEITy and Commerce Ministries for the Make in India scheme to be aligned to produce and market a useful, affordable, maintainable digital device.	MOE	2021-25	Make in India for an affordable and maintainable digital device
24.4 c	**Task 277**	DoSEL will pursue with MEITy for facilitating development of tools, such as, two-way video and two-way-audio interface for holding online classes along with other tools to track and monitor progress of learners.	DoSEL	2021-22	Development of tools for online classes and to track & monitor progress of learners
24.3 and 24.4 g	**Task 278**	NCERT and SCERT will arrange for teachers to undergo rigorous online training in learner-centric pedagogy and on how to become high-quality online content creators themselves using online teaching platforms and tools.	SCERT	2021-25	Online Teacher training in learner-centric pedagogy and online content creation
24.4 d	**Task 279**	Digital repository of innovative content, including creation of coursework, Learning Games & Simulations, Augmented Reality and Virtual Reality, apps, gamification of Indian art and culture, in multiple languages, with clear operating instructions, will be promoted by NCERT and SCERT in collaboration with Commerce Ministry, MEITY, etc. over a period of time.	SCERT	2021-25	Creation of Digital repository of innovative contents, Apps, Games, AR, VR, etc. for learning
24.4 f	**Task 280**	NCERT and SCERTs will leverage existing e-learning platforms such as DIKSHA, SWAYAM and SWAYAMPRABHA for creating virtual labs.	SCERT	2021-23	Virtual Labs created

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
24.3 and 24.4 h	**Task 281**	The proposed National Assessment Centre or PARAKH, CBSE, NIOS, BOAs and NTA will design mechanisms for online assessment and examinations for both summative and formative assessment.	SCERT	2025-30	Mechanisms for online summative/formative assessment
24.4 i	**Task 282**	NCERT will recommend the approach and framework for the phased-manner of introduction, percentage, manner, format, etc. of blended education through discussions with experts in the National Curriculum Framework. CBSE, KVS and JNV will initiate implementation as soon as NCFSE is launched by NCERT.	CBSE, KVS, JNV	2022-23	Framework for Blended mode of education through NCFSE
24.4 i	**Task 283**	Based on the NCFSE and SCFSE recommendations for continuing blended learning, SCERTs will also suitably incorporate the same in their curriculum framework, and initiate implementation immediately thereafter in a phased manner.	SCERT	2022-24	Framework for Blended mode of education through SCFSE
24.4 i	**Task 284**	DoSEL will take up with NETF - setting standards of content, technology, and pedagogy for online/digital teaching-learning in school education.	DoSEL	2022-24	Setting up Standards for online/digital teaching-learning in school education
24.5	**Task 285**	A dedicated unit will be created in the Ministry for school and higher education, consisting of experts drawn from the field of administration, education, educational technology, digital pedagogy and assessment, e-governance, etc. for the purposes mentioned in NEP 2020.	DoSE&L and DoHE	2021-22	Dedicated ICT unit consisting of experts in the Ministry

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
26.1 to 26.7	**Task 286**	States/UTs will immediately prepare their NEP implementation plan from 2021-2030, and use it for all subsequent PABs for presenting annual projects for funding of school education to DoSEL.	MOE	2021-22	NEP Implementation Plan by states/UTs
26.1 to 26.7	**Task 287**	A robust online mechanism will be developed by DoSEL to monitor the timely fund flow and its proper utilisation by states/UTs.	DoSEL	2021-22	Mechanism for fund flow monitoring by DoSEL
26.1 to 26.7	**Task 288**	The Guidelines/framework for encouraging and incentivising Private and philanthropic activity prepared by DoSEL will be utilised as a model by states/UTs to prepare their own guidelines and begin implementation. (Reference Tasks 211)	DoSEL	2022-23	Guidelines for incentivising Private and philanthropic activity
26.1 to 26.7	**Task 289**	DoSEL will form a joint committee of Joint secretaries with various ministries with a similar mandate (MoWCD, MoTribal Affairs, MoRural Development, MoSkill Development, etc.), to systematically seek greater convergence.	DoSEL	2021-22	Setting up Committee of Joint Secretaries on convergence
26.1 to 26.7	**Task 290**	MOE/ Central Government will take up a systematic exercise to delineate important outcomes related goals for each State/ UT for quality, equity and access based on data reported by state/UT in UDISE+. States/UTs will be funded through Samagra Shiksha for improving the quality of outcomes.	DoSEL	2021-22 onwards	Delineation of state/UT wise expected outcomes

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
26.1 to 26.7	**Task 291**	DoSEL will create more incentives for States/ UTs to improve their performance, such as district and school level PGI and Readiness Index for Digital Education (RIDE), etc.	DoSEL	2022-23	Incentives for improving District/School level PGI and Reading ranking
26.1 to 26.7	**Task 292**	Each state/UT will develop its own PPP policy, if desired, for setting up new schools, providing selective infrastructural/logistics/resource support to schools, etc.	Commissioner Education	2022-24	PPP policy of states/UTs
27.1 to 27.3	**Task 293**	DoSEL will set up subject-wise implementation committees.	DoSEL	2021-22	Subject/theme wise Implementation committees in Ministry
27.1 to 27.3	**Task 294**	States/UTs will set-up similar subject-wise implementation committees.	Commissioner Education	2021-22	Subject/theme wise Implementation committees in States/UTs
27.1 to 27.3	**Task 295**	The implementation plan for NEP would require amendments in certain sections of the RTE Act, 2009. This task will be undertaken immediately by initiating consultations and discussions, followed by finalising the draft amendment and taking to the Legislature.	MOE	2021-23	Undertaking RTE Act amendment

Relevant NEP Para	Task number	Task	Responsibility	Timeline	Outputs
27.1 to 27.3	**Task 296**	In order to ensure effective implementation of major recommendations of the NEP, States and UTs will prepare yearly reports on the progress of following themes/subjects: i. Progress on Foundational Literacy and Numeracy ii. Progress on Early Childhood Care and Education (ECCE) iii. Report on E-Governance and Digital education iv. Convergence initiatives with various line ministries v. Progress on Vocational Education. vi. Progress on Teacher Education. vii. State Innovations in Education report. These reports will be submitted in the month of June every year.	Commissioner Education + MPSP + SCERT	2021 onwards	Annual Documentation of progress made on important themes/subjects of the NEP
27.1 to 27.3	**Task 297**	To generate awareness and wide dissemination about innovative pedagogies, puzzles, games etc. for students and teachers, hackathon may be organised at national and state level.	SCERT	2021-22	Organisation of hackathon at national and state level.
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